

# *Correspondence of WIDA English Language Development Standards and the Common Core State Standards for English Language Arts*

## *Introduction*

### **What these documents are:**

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.
- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same English language development standards and assessments.

### **Format of the documents:**

- The WIDA English Language Development Standards for English language arts consist of Model Performance Indicators (MPIs) at each of five different levels of language proficiency.
- Each MPI suggests a task that students at a particular level of language proficiency should be able to do to show achievement of a particular subject area standard.
- These documents consist of five WIDA-style MPIs (one for each of the five language proficiency levels) that correspond to selected Common Core State Standards.
- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

### **Suggestions for using the documents:**

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core State Standards in English language arts.
- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core State Standards.

**Important considerations:**

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.
- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.
- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in students' records or from their ESOL teacher).
- It is assumed that the knowledge and skills required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.
- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.
- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

## **Grade 4 Model Performance Indicators that Correspond to the Common Core State Standards for Reading Literature**

### **Key Ideas and Details**

**CC.4.R.L.1**    ***Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.***

(These MPIs focus on drawing inferences. Use similar MPIs to assess explicit information from the text.)

Level 1 Entering	Draw a picture that shows how a character in a story feels (e.g., draw a happy or sad face to show how the toucan feels in <i>The Great Kapok Tree</i> ).
Level 2 Emerging	Describe in single words or short phrases, using words from the story, how a character might feel about a specific problem in the story (e.g., in <i>The Great Kapok Tree</i> , how might the toucan feel when his rainforest home is destroyed?).

Level 3 Developing	Predict possible problems, conflicts, or solutions based on information given in text, in a small group discussion.
Level 4 Expanding	Write a paragraph explaining how a problem or conflict could have been avoided, based on details and inferences from the text (e.g., in <i>The Great Kapok Tree</i> , what could the lumberjacks have done instead of destroying the rainforest?).
Level 5 Bridging	Debate in a persuasive essay the message of a story, citing examples from the text to support the ideas (e.g., Is it a good idea to cut down the trees in the rainforest?).

**CC.4.R.L.2    *Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.***

(These MPIs focus on determining a theme)

Level 1 Entering	Draw a picture that illustrates the author's theme from a leveled story, drama, or poem that has been read aloud by the teacher and discussed as a class.
Level 2 Emerging	Identify a theme from an illustrated leveled story, drama, or poem that has been read and discussed, by locating words indicating the theme in the text.
Level 3 Developing	Discuss the theme of a story, drama, or poem, in a small group, and give a brief presentation to the class.
Level 4 Expanding	Prepare and perform a skit that demonstrates the theme of a story, drama, or poem, in a small group.
Level 5 Bridging	Write a paragraph that describes the theme of a story, drama, or poem, using details from the text.

(These MPIs focus on summarizing)

Level 1 Entering	Organize pictures to summarize the plot sequence of a leveled story, drama, or poem that has been read and discussed.
Level 2 Emerging	Organize sentence strips to summarize the plot of a leveled story, drama, or poem that has been read and discussed, with a partner.
Level 3 Developing	Produce a short skit that summarizes the plot of a leveled story, drama, or poem has been read and discussed, in a small group.
Level 4 Expanding	Construct a poster to show a summary of a story, drama, or poem, using a storyboard or cartoon format.
Level 5 Bridging	Write a summary of the plot of a grade-level story that has been read and discussed.

**CC.4.R.L.3    *Key Ideas and Details: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).***

(These MPIs focus on character. Use similar MPIs to assess setting or event.)

Level 1 Entering	Match pictures of characters from leveled stories that have been read and discussed with cards containing single words that describe each character.
Level 2 Emerging	Label pictures of characters from leveled stories that have been read and discussed, using words from the story, with a partner.
Level 3 Developing	Describe a story character based on the character's thoughts, words, or actions, in a small group, using words from the text (e.g., <i>Paul Bunyan is heroic because he created the American landscape</i> ).
Level 4 Expanding	Write an in-depth description of a character from a story read aloud by the teacher, using details from the text, with a partner.
Level 5	Compare how a character changes from the beginning to the end of the story, after

Bridging	group discussion (e.g., cite examples from text that show a character's change over time).
----------	--

## Craft and Structure

**CC.4.R.L.4** *Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).*

Level 1 Entering	Match word cards showing words taken from an illustrated leveled text that has been read aloud and discussed with pictures showing their meanings, with a partner.
Level 2 Emerging	Use illustrations to determine the meaning of unknown words while listening to an illustrated leveled story being read aloud.
Level 3 Developing	Ask questions and make predictions while reading a leveled text with a partner, and use the answers and the predictions to understand unfamiliar vocabulary, including words that allude to characters found in mythology.
Level 4 Expanding	Use context clues to identify and understand unknown words in a leveled text, including words that allude to characters found in mythology.
Level 5 Bridging	Use a variety of strategies (including context clues, use of affixes and roots, use of dictionary and thesaurus, etc.) to determine the meaning of words and phrases as they are used in a text, including those that allude to characters found in mythology.

**CC.4.R.L.5** *Craft and Structure: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.*

Level 1 Entering	Sort short excerpts from leveled prose passages, poems, and dramas, into the categories <i>poem</i> , <i>drama</i> , and <i>prose</i> , with a partner.
Level 2 Emerging	Listen to short, simple excerpts from a poem, a drama, and a prose passage; identify each excerpt as <i>poem</i> , <i>drama</i> , or <i>prose</i> , with a partner.
Level 3 Developing	Read and discuss short excerpts from a poem, a drama, and a prose passage, in a small group; then explain the differences, using concepts such as <i>verse</i> , <i>rhythm</i> ; <i>cast of characters</i> , <i>stage directions</i> ; <i>narrator</i> .
Level 4 Expanding	Read and discuss short excerpts from a poem, a drama, and a prose passage, in a small group, focusing on differences among the genres; then write a short summary of the discussion.
Level 5 Bridging	Explain orally or in writing the major differences between poems, drama, and prose, referring to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions).

**CC.4.R.L.6** *Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.*

(No WIDA MPIs developed.)

## Integration of Knowledge and Ideas

**CC.4.R.L.7** *Integration of Knowledge and Ideas: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.*

(No WIDA MPIs developed.)

**CC.4.R.L.8** (Not applicable to literature.)

**CC.4.R.L.9** *Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.*

Level 1 Entering	Choose pictures from illustrated leveled traditional literature selections from two different cultures, which have been read aloud and discussed, to show similarities in themes or events, with a partner.
Level 2 Emerging	Draw and label pictures from illustrated leveled traditional literature selections from two different cultures, which have been read aloud and discussed, to show similarities and differences in themes or events, with a partner.
Level 3 Developing	Complete a Venn diagram to compare and contrast the treatment of similar themes and patterns of events in traditional literature from two different cultures, in a small group.
Level 4 Expanding	Discuss in a small group the treatment of similar themes and patterns of events in literature from two different cultures; then write a short summary of the discussion.
Level 5 Bridging	Compare and contrast, in a short written composition, the treatment of similar themes and topics and patterns of events in two stories, myths, or traditional literature from two different cultures.

## Range of Reading and Level of Text Complexity

**CC.4.R.L.10** *Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

(No WIDA MPIs developed.)